



iPads *for* Learning

21 Steps to 1-to-1 Success

Handbook for planning, preparing
implementing and evaluating programs



In their hands

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for the Department of Education and
Early Childhood Development

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Contents

Context	4
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Planning

1 Consider current research	8
2 Establish the eLearning vision for 1-to-1	9
3 Engage school council	10
4 Develop communication strategies	11
5 Conduct a detailed readiness assessment	12
6 Develop a project plan	14
7 Prepare a detailed budget	16
8 Select a preferred purchasing model	17

Preparing

9 Ensure teachers are optimising use of notebooks	18
10 Professional learning	19
11 Learning places and spaces	22
12 Software, tools and online resources	23
13 Suppliers and \$\$	24
14 Calculate the total cost of participation	25
15 Support documentation	26
16 Prepare responses to anticipated questions	27

Implementing

17 On-site service structures	29
18 Conduct parent and community sessions	30
19 ICT infrastructure and technical support	31
20 Distribute student devices	32

Evaluating

21 Review and management	33
Referenced links	35

Context

1-to-1 programs provide students with a digital device to maximise their opportunities for learning.

1-to-1 devices complement the use of interactive whiteboards, digital resources and other digital technologies.

1-to-1 devices provide networked technology for effective two-way communication and collaboration between teachers and students and will extend learning beyond the classroom.

The Department

The Department recognises that through the better use of technology all students should be able to access programs in their own schools and in partnership with others.

The Department:

- is committed to providing the resources needed to support the use of ICT in schools
- resources computers in schools through centrally funded programs
- provides notebooks to teachers and principals in Victorian government schools.

iPads for Learning trial

The iPads for Learning trial is a joint initiative of the Department and the Apple Corporation.

The iPads for Learning trial provides over 600 accessible iPads to participating students on a 1-to-1 basis, 24 hours a day, 7 days a week for the term of the trial.

The principal objective of the iPads for Learning trial is to investigate progressive and effective use of learning technologies in learning and teaching; to develop independent and self initiated learning in students, and extend their learning beyond the classroom.

The Department provided iPads and additional support to participating schools to enable effective implementation of this trial.

Supporting resources

1-to-1 Learning Showcase

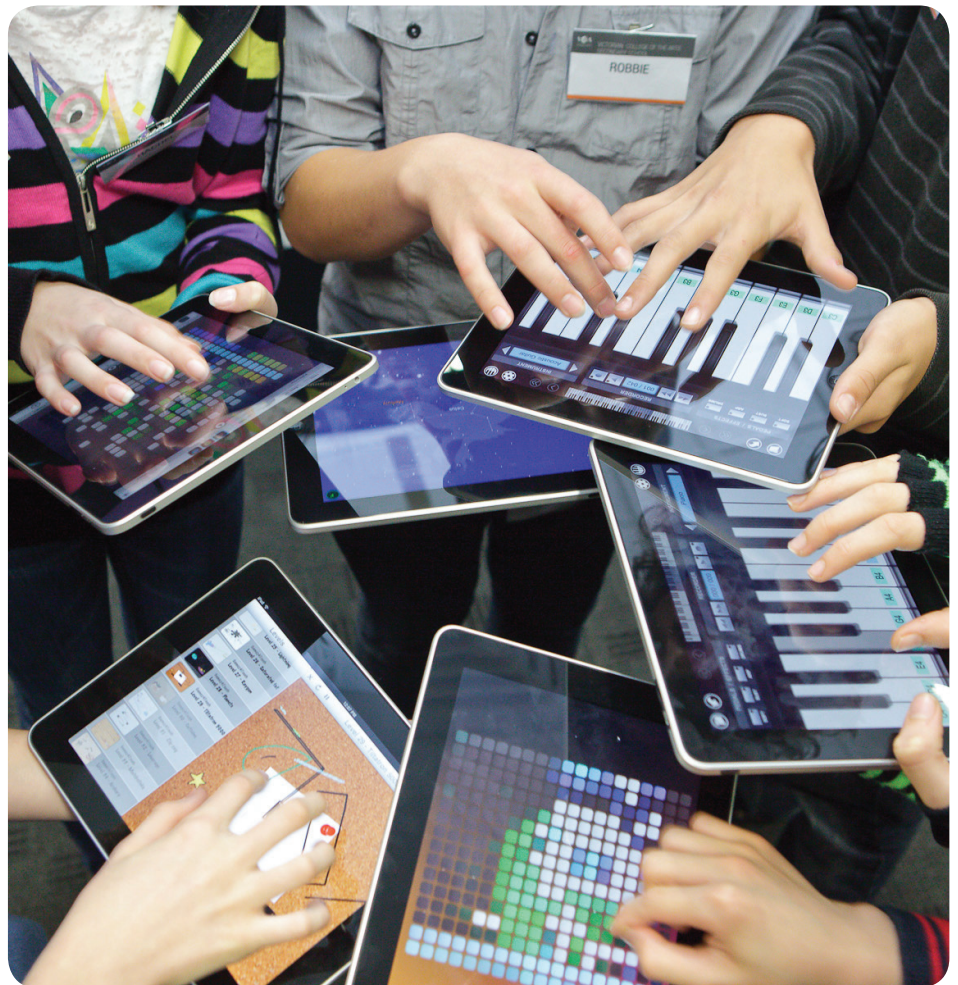
http://epotential.education.vic.gov.au/showcase/index.php?showcase_id=62

Getting started – the 21 steps in summary

This document outlines four phases for successful implementation:

- planning
- preparing
- implementing
- evaluating.

The 21-step sequence is interrelational, and may be considered out of this printed order. These steps provide guidelines for leadership teams considering implementing a 1-to-1 program. For each step there is an overview, questions to consider, suggestions and links to relevant resources.



21 Steps to 1-to-1 Success: Supporting 1-to-1 Implementation

Planning

How do we plan for 1-to-1 learning in the school?

1. Consider current research ☐
2. Establish the eLearning vision for 1-to-1 ☐
3. Engage school council ☐
4. Develop communication strategies
Provide communications to stakeholders about 1-to-1. ☐
5. Conduct a detailed readiness assessment
Use the SIPS, eLearning Plan, ePotential ICT Capabilities Survey data and student data to evaluate readiness to initiate a 1-to-1 program. ☐
6. Develop a project plan ☐
7. Prepare a detailed budget ☐
8. Select a preferred purchasing model ☐

Preparing

What 1-to-1 devices should we select?
How will they be used for learning?

9. Ensure teachers are optimising the use of their notebooks
Teachers using notebooks in class is a precursor for successful student use. ☐
10. Professional learning
Identify needs and deliver ICT professional learning to support the introduction of 1-to-1 devices to improve learning and change pedagogy. ☐
11. Learning places and spaces
Consider how the use of ICT and flexible learning places and spaces can maximise learning opportunities. ☐
12. Software tools and online resources
Ensure the apps and online resources selected reflect the learning and teaching goals of the school. ☐
13. Suppliers and \$\$
iPads will be provided as part of the trial. ☐
14. Calculate the total cost ☐
15. Support documentation
Adapt guidelines provided by the Department. ☐
16. Prepare responses to anticipated questions ☐

We gratefully acknowledge Queensland Government's Department of Education, Training and the Arts in developing the *Smart Classrooms@ 21 steps to 21st century 1-to-1 success publication* (21 Steps). We would also like to recognise the contribution of the Anytime, Anywhere Learning Foundation (AALF) to that body of work. This Department material has been significantly based on the 21 steps framework.

Student

Teaching and learning programs that aim to engage students by increasing independence,

Implementing

How do we enact 1-to-1 enabled learning in the school?

- 17. **On-site service structures** ☐
Provide on-site technical support.
- 18. **Conduct parent and community sessions** ☐
Organise parent information sessions to ensure 1-to-1 learning is supported and embraced.
- 19. **IT infrastructure and technical support** ☐
Order devices and prepare for ongoing maintenance and development of ICT infrastructure that ensure effective implementation of a 1-to-1 program.
- 20. **Distribute student devices** ☐
Ensure formal agreements are signed and nominate a single point of contact responsible for distribution.

Evaluating

How do we monitor the impact of 1-to-1 on student learning?

- 21. **Review and management** ☐
Consider how the school will monitor and continually review use and impact of the devices and available infrastructure to improve learning.

Resources

1-to-1 Learning Showcase

http://epotential.education.vic.gov.au/showcase/index.php?showcase_id=62

Schools ICT Progression Strategy

<http://www.eduweb.vic.gov.au/techroom/tsspsips/#whatis>

ePotential ICT Capabilities Resource

<http://epotential.education.vic.gov.au/>

eLearning Planning Guide

www.education.vic.gov.au/studentlearning/curriculum/elearning.htm

iPads for Learning Classroom ideas

http://epotential.education.vic.gov.au/showcase/index.php?showcase_id=62

Learning

self-initiated learning in students, and extending learning beyond the classroom.

Planning

How do we plan for 1-to-1 learning in the school?

Step 1

Consider current research

Explore current research and case studies to enable you to learn how schools have implemented a 1-to-1 program.



Exploring available research and case studies will help you:

- build a strong vision for how your program will improve student learning outcomes
- gain broad support by demonstrating the link between moving to a 1-to-1 program and improving student learning outcomes
- prepare proactive responses to likely change resistance and uncertainty in your school community
- understand the scope and complexity of successfully implementing a quality 1-to-1 program.

Have you considered?

How are other schools implementing 1-to-1 programs?

How will you measure success of the 1-to-1 program in your school?

Have you gained an understanding of the scope and complexity of successfully implementing a quality 1-to-1 program?

What will be the major barriers in implementing a 1-to-1 program in your school? How can you overcome these obstacles?

A selection of key readings are available on the 1-to-1 Showcase.
http://epotential.education.vic.gov.au/showcase/index.php?showcase_id=62

The Department's Information and Communications Technology (ICT) domain – Research

www.education.vic.gov.au/studentlearning/teachingresources/ict/research.htm

Apple's Learning with iPod Touch and iPhone

<http://www.apple.com/education/ipodtouch-iphone/>

Planning

How do we plan for 1-to-1 learning in the school?

Step 2

Establish the eLearning vision for 1-to-1

It is important that your 1-to-1 program is guided by a clear, well-supported vision. Consider how the vision statement will provide guidance, serve as the foundation of your decisions and inform the direction of your program. The vision will articulate how and why a 1-to-1 program will lead to improvements in student learning.

The vision statement needs to:

- clarify the relationship between 1-to-1 implementation, the School Strategic Plan, Annual Implementation Plan, the elements of eLearning planning and provide a sound basis for decision making
- provide purpose and direction that can be shared with all stakeholders.

What should your formal vision include?

The vision and objectives for your program need to be drawn from the curriculum rather than from the technology itself. Your goals are key components of the curriculum, technology merely provides an effective means of achieving those goals. 1-to-1 devices can enable teachers to significantly improve the learning opportunities in their classrooms.

Your vision must serve many needs.

- Your vision statement will provide direction; serve as the logical basis of your decisions; and stimulate the thinking, energy and motivation of every person helping to implement your program.
- Your vision must be far-sighted enough to extend beyond the introduction of 1-to-1 devices into the classroom. It should capture the essence of a program that

will serve your school for years to come.

- Your vision should be shared with teachers, students, administrators, parents, school council members and business and community leaders. Make the communication process interactive, and secure the endorsement of influential members of your school community. Offer scenarios and examples that show technology in action.
- Keep the vision statement in mind as you move from planning to implementation.

Have you considered?

How can you ensure responsibility for leading 1-to-1 is distributed and shared?

How can you establish and foster a shared 1-to-1 vision?

How will use of iPads change teaching and learning in your school?

How will classroom practice leverage technology to improve students' learning outcomes?

Sample vision statement

Each student at our school learns to develop and demonstrate the knowledge, skills, practices and attitudes necessary to be an engaged, robust 21st century citizen capable of shaping our future.

Planning

How do we plan for 1-to-1 learning in the school?

Step 3

Engage school council

A move to 1-to-1 learning may challenge many people's understanding of what learning is. Gaining support from your school council is essential, and should be done prior to planning to ensure school community support.

The more support you have, the easier it will be to implement your plan. You can boost your chances for success by communicating early, and often, with all the people involved. Consider how to be transparent and concise.

Have you considered?

Have you provided your school council with research and findings from other 1-to-1 schools?



Planning

How do we plan for 1-to-1 learning in the school?

Step 4

Develop communication strategies

Provide communication to stakeholders linking 1-to-1 learning to key priorities.

A successful communication strategy requires the full involvement of all staff and other interested people.

This may include elements such as

- presentations to parent groups
- presentations to business and community groups
- a newsletter that promotes the vision for 1-to-1 learning in your school
- articles for local newspaper; and
- promotion of your 1-to-1 vision on your school website.

To obtain a positive result, use a combination of communication tactics, including written

documents, parent meetings and consultations with community leaders.

Sample key messages

The Department acknowledges that the 21st century is increasingly complex, global and networked. This educational imperative will improve young people's ability to thrive and think critically in an information-rich world.

- The learning needs and styles of Generation Y correlate to their relationship with digital technologies. This is integral to their lifestyles, behaviours and character formation.
- Providing students with an individual device in a 1-to-1, wireless and networked environment provides an

opportunity to enhance the learning experience and fully use the Ultranet.

- 1-to-1 devices give students access to anywhere, anytime learning – in classrooms, in schoolyards and at home .
- 1-to-1 personalised learning narrows the digital divide.
- 1-to-1 enables students to learn independently, collaborate with peers and communicate their understandings using rich media.
- Provision of the Ultranet will enhance 1-to-1 learning.

Have you considered?

Can your staff articulate the vision?

How can you demonstrate to teachers some of the exciting things students may use devices for?

How will you publicly celebrate success of the 1-to-1 program?

The **School Communications Plan Action Planner** is a template to assist schools in improving their communications and is supported by **Hints and Ideas for School Communications Plan Action Planner**

www.eduweb.vic.gov.au/edulibrary/public/schadmin/schops/schoolcomms/sctoolkit-7-1-tmp.doc

The **School Communications Toolkit** offers ideas and advice to support schools in their communication with parents and the local community.

www.education.vic.gov.au/management/schooloperations/

Planning

How do we plan for 1-to-1 learning in the school?

Step 5

Conduct a detailed readiness assessment

Use the [School ICT Progression Strategy \(SIPS\)](#), [eLearning Plan](#), [ePotential ICT Capabilities Survey](#) data and student data to evaluate readiness to initiate a 1-to-1 program.

An assessment of the current 'state of play' will provide the foundation on which to build a strategic path to where you want to be. Prepare a readiness assessment that considers your current resource position on

- ICT and infrastructure
- personnel
- facilities.

eLearning is the exploration and use of a broad range of ICT to expand teaching and learning possibilities.

A cohesive approach is needed to maximise the benefits of the digital age, ensuring infrastructure and resources are being used to reconceptualise teaching and learning.

Have you considered?

What ICT is currently available and how it might support the 1-to-1 program?

What is the level of technology skills and understanding of your staff?

The readiness assessment resources available include the following:

- 1 **School ICT Inventory:** details the school's curriculum network technical configuration, providing an essential baseline for future planning.
- 2 **eLearning Plan:** provides the eLearning goals and strategies that the school plans to implement.
- 3 **Network Guidelines and Models for Schools:** provides best practice advice for the implementation of network infrastructure.
- 4 **School ICT Architecture:** provides best practice advice for the implementation of school ICT architecture at a server/client level.
- 5 **School ICT Architecture Build Guides:** extends the School ICT Architecture document to build processes, instructions and tutorials for Technical Support to Schools Program (TSSP) Specialist Technicians.
- 6 **ePotential ICT Capabilities Resource:** ePotential provides schools with an ICT Capabilities Framework, online survey, planning tools and bank of resources to support the development of teachers' ICT capabilities within a learning and teaching context.

School Strategic Plan



Annual Implementation Plan

eLearning Planning Elements

eLearning Leadership

Learning, Teaching,
Assessment & Reporting

ICT Professional
Learning

Learning Places
and Spaces

Learning Communities

Review and Management

IT Infrastructure and technical support: Supporting the School ICT Progression Strategy (SIPS)

ICT Network
Audit

ICT Roadmap
development

Build ICT
foundation

Extend ICT
beyond
foundation

Planning

How do we plan for 1-to-1 learning in the school?

Step 6

Develop a project plan

Include a manageable timeline outlining key milestones for the implementation of a 1-to-1 program, including a communication plan within the project plan.

One of the first tasks in establishing a project plan is to set up milestones to mark its progress. As part of the planning process, the project team should propose the timeline needed to implement the plan, including dates for when each task should be completed.

Scoping program options

In general, the scope of a 1-to-1 program is premised on consideration of several key questions.

- Ideally, at what year level should the 1-to-1 program commence?
- How does the program's scope impact on school structure?
- What is your current student to computer ratio?

Forming a project team

It takes time to build support for technology in schools, especially in curriculum development. It is therefore crucial that the team in charge of implementing the 1-to-1 program is enthusiastic and committed. The team may include:

- Curriculum/learning area coordinators
- Ultranet Lead Users.

Establishing a plan, timeline and milestones

While there are many differences in how 1-to-1 programs are implemented and managed, one aspect that is common to all successful programs is a well-developed plan. A good plan addresses how the school will establish a solid technology infrastructure for the 1-to-1 devices, and how the 1-to-1 program will satisfy the school's teaching and learning goals. It also outlines a timeline of milestones.

School Contact

Schools are to provide a single point of contact for distribution and coordination of the trial. This person is not a TSSP Technician.

Have you considered?

What are the key targets and outcomes of your 1-to-1 program?

Who will coordinate the program?

What is the implementation timeline?

Key dates for iPad trial

Delivery

July 2010

Professional learning and planning

Begins 30 July 2010

Evaluation

August 2010 – December 2011

The table on page 15 may assist you in writing an implementation plan and establishing a timeline.

[illegible]

Planning

How do we plan for 1-to-1 learning in the school?

Step 7

Prepare a detailed budget

When preparing your budget to support the 1-to-1 program in your school, you need to take into account additional costs over and above the cost of the device.

The Department will provide a \$5000 grant to cover such things as technical support, CRT costs for teachers participating in iPad trial professional learning activities, extra iPads and purchase of additional apps.

Two additional iPads will be provided to each participating school. One iPad should initially be allocated to the school technician to ensure school readiness for implementation.

Hard bubble cases will be provided for all Department-allocated iPads.

Purchase of extra iPads for teacher/ leadership team use is the responsibility of the school.

Participating schools will also provide technical support for the iPads for Learning trial as required.

The Department will provide a self insurance scheme for the iPads for Learning trial for accidental damage and loss. An excess of \$150 will apply, payable by parents, for each occasion of damage.

Additional expenditure items which may need to be considered are

- purchase of iPad applications
- electricity costs
- physical security upgrades
- professional learning costs.

It is recommended that schools account for the needs of their existing and future programs when planning their expenditure.

Have you considered?

Have you listed all the components that your 1-to-1 program will require including: the individual device, apps, servicing and insurance costs, technical support and infrastructure costs and initial and ongoing staff development costs?

Another issue to consider

What other funds are available to support ICT across the school?

Planning

How do we plan for 1-to-1 learning in the school?

Step 8

Select a preferred purchasing model

When considering preferred purchasing models, the Department guidelines need to be taken into account.

iPad for Learning trial

iPads will be supplied by the Department for all students in the participating school cohort at the start of the trial.

Each iPad is a school-owned device and will remain so at the conclusion of the trial.

Provision of iPads for additional student enrolments during the trial period will be the responsibility of the school. Schools cannot ask parents to co-contribute to the iPads for Learning trial.

NSSCF specific advice

The iPad is **not** an approved National Secondary School Computer Fund student learning device in Victoria.

Have you considered?

How will your school sustain a 1-to-1 program?



Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 9

Ensure teachers are optimising use of notebooks

Teachers should be comfortable with integrating ICT in the classroom and be actively using their own devices for learning and teaching.

Two iPads will be provided for staff. Teachers should be provided with ongoing professional learning to support them to use their notebooks and engage students in a way that was never possible before, leading to learning new things in new ways. This ongoing professional learning to support 1-to-1 learning should be both within and beyond the school, and linked to the school's overall professional learning plan.

Have you considered?

Have you developed a strong community of practice supported by coaches or mentors?

Participants in the Notebooks for Teachers and Principals program need to undertake 40 hours of professional development in eLearning (confirmed in a professional development plan) over the period of their agreement.



Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 10

Professional learning

Improving student learning is at the core of any school professional learning strategy. While it is easy and natural to focus on the logistics of ICT integration, professional learning is the critical priority. A comprehensive ICT professional learning program needs to develop teacher skills and confidence, but most importantly, it must help teachers develop new pedagogies for new technologies.

The ePotential ICT Teacher Capabilities Resource provides individual teachers with an assessment of their ICT capabilities and understandings. Using the case

studies, exemplars and teacher and student samples within the ePotential continuum, teachers can see the possibilities for ICT to support learning and teaching.

The Department's Seven Principles of Highly Effective Professional Learning call for professional learning that is collaborative, embedded in teacher practice and aimed at bridging the gap between what students are capable of doing and actual student performance. Professional learning that is consistent with the principles is ongoing, school-based and directly relevant to the daily work of teachers. In developing this strategy, consider how you will:

- use ePotential data to inform your professional learning strategy
- develop teachers' ICT skills

- develop teachers' understanding of integrating ICT into learning and teaching
- support change
- contribute to the community of teachers involved in the trial
- identify 'teacher champions' to lead change
- build teams of teachers with complementary skills and levels of expertise.

Action research

Action research is a strategy for reflecting and learning more about the teaching and learning process. Teachers decide what questions are important to examine in order for them to gain insight into what is happening in their classroom. The model is based on the belief that teachers have the ability to formulate valid questions about their own practice and pursue objective answers to these questions.

Supporting resources

For classroom ideas, go to the 1-to-1 Showcase

http://epotential.education.vic.gov.au/showcase/index.php?showcase_id=62

Professional Learning in Effective Schools: The Seven Principles of Highly Effective Professional Learning

www.eduweb.vic.gov.au/edulibrary/public/teachlearn/teacher/ProfLearningInEffectiveSchools.pdf

Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 10

Professional learning

iPads for Learning trial

A suite of professional learning opportunities will be supported by the Department's iPad Project Team.

Apple will provide support for users, teachers and students.

An Ultranet design space supports the trial. The space includes digital stories, research, case studies, classroom ideas, discussion forums and banks of information about the use of applications.

The ICT peer coach

Peer coaching is a process by which teachers work with one another to share expertise and provide feedback, support and assistance.

Many schools find that the best person to support the integration

of ICT does not require a thorough knowledge of the technology, and those best suited for this role are innovative curriculum development staff members capable of peer coaching.

Peer coaching:

- provides job-embedded professional feedback and support
- promotes active learning by offering teachers opportunities to become involved in meaningful discussion and planning, observe other teachers, be observed and receive feedback
- offers teachers opportunities to link the ideas learned in professional learning sessions to their teaching content

- is a collaborative partnership between peer coach and coachee and not a mentor-novice relationship.

Professional learning teams

Professional learning teams are an effective means of developing a culture of collaboration and collective responsibility in schools.

Have you considered?

How are you using ePotential data to inform your professional learning plan?

Who are the 'teacher champions' within your school?

What is your school's ongoing ICT professional learning plan?

What peer network support structures have you considered or implemented? Will you organise for a peer coaching program to support teachers in implementing a 1-to-1 program?

Supporting resources

ICT Peer Coaching Manual

www.education.vic.gov.au/studentlearning/teachingresources/ict/proflearn/coaching.htm

Coaching Initiatives

www.education.vic.gov.au/studentlearning/programs/teachlearncoaches.htm

Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 10

Professional learning

Key attributes of a good coach:

- Ability to build trust with peers.
- Builds on a teacher's needs.
- Open to learning about new and emerging technologies.
- Team player.
- Communicates well, listens to teachers.
- Knows what teachers are doing in their classrooms.
- Can show teachers how to build on what they are doing with different pedagogical approaches and integration of ICT.
- Able to give teachers a menu of options and let them decide what might be useful for them.
- Always has a backup (plan in case of technology hitches).
- Highly organised; plans well in advance.
- Strong work ethic.
- Provides a safe risk-taking environment – is non-threatening, non-judgmental and accepting.
- Has enough depth and breadth of knowledge to help teachers who are at various stages of ICT integration, including knowledge of sound learning and teaching practices.
- Knowledge of how to organise/ structure an ICT-rich learning environment.
- Recognised by staff as a strong or outstanding leader.

Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 11

Learning places and spaces

In a 1-to-1 anywhere, anytime learning model, learning spaces are transformed to enable a new, more complete learning experience. Spaces are flexible, interesting, inspirational and cater to a range of learning styles and modalities.

Maximising student learning is at the heart of decisions about the design or re-design of learning spaces. The skills students acquire are influenced by the design of learning spaces, the effective use of ICT and the ways in which leaders change the nature and culture of schooling to reflect the needs of learners in the 21st century.

(MCEETYA Learning in an Online World. Learning Spaces Framework)

Portability and 'take home' advice

Achieving anywhere, anytime learning is best done through a portable digital device.

Research from the Netbook trial, where students took the devices home, has shown that ownership and accessibility improves engagement, personalised learning, and reduces risk of damage to the device.

Have you considered?

Do your learning spaces cater for different learning modalities?

Are the spaces flexible and engaging?

What arrangements will be made for students to take the iPads home?

Supporting resources

Victorian School Design

This resource includes information about individual school design projects and also provides an insight into how these spaces will be used by both teachers and students.

<http://www.education.vic.gov.au/management/infrastructure/schooldesign.htm>

Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 12

Software, tools and online resources

Before purchasing or downloading additional applications, be clear on the learning objectives you are seeking in each class and how the application will support these objectives.

The Department has selected a comprehensive suite of iPad apps to support teaching and learning as a starting point for the iPads for Learning trial.

Schools are encouraged to investigate and use other apps during the trial.

An iTunes account is necessary for each iPad to download the apps to allow the iPad to function.

iTunes Store accounts may be created with gift cards, no credit card details are necessary.

The iPads for Learning trial provides participants with an iTunes store gift card to download a suite of designated apps at the start of the trial.

A Quick Start Guide will be provided to all parents outlining the processes required to establish an iTunes account and download the suite of apps.

Parents may choose to use an existing iTunes account to allow access to previously purchased music or other items. The iTunes Store Gift Card may be redeemed against the existing iTunes account to purchase the required core apps for this trial.

Schools and students may load additional free and purchased apps available from the iTunes Store to meet their needs at their own costs.

Parents must be made aware that by using the iTunes Store website they will be legally bound to comply with the Terms of Use.

FUSE

FUSE – the digital library for the Ultranet will enable Victorian government school teachers to access quality assured digital learning resources for use in the classroom.

fuse.education.vic.gov.au/pages/Teacher.aspx

Connect

Connect links primary and secondary students to online resources that have been recommended and reviewed by educators.

www.education.vic.gov.au/primary

www.education.vic.gov.au/secondary

Please note that some of these digital resources are Flash-based and will not display on an iPad.

Have you considered?

How does the school's selection of apps reflect the learning and teaching goals of the school?

How will teachers be supported to understand the potential of available apps?

Supporting resources

iPad Quick Start Guide

Getting Started Teachers Guide

Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 13

Suppliers and \$\$

Selecting a device suitable for students' learning needs.

For the purposes of the iPads for Learning trial participating schools will be provided with 16 GB Wi-Fi iPads.

- Specifications:
- Weight 0.68 kg
 - Height 242.8 mm
 - Width 189.7 mm
 - Depth 13.4 mm
 - Wi-Fi 802.11a/b/g/n
 - Bluetooth 2.1 + EDR technology
 - Pixel resolution 1024 by 768 at 132 pixels per inch (ppi)

Viewable document types:

.jpg, .tiff, .gif (images); .doc and .docx (Microsoft Word); .htm and .html (web pages); .key (Keynote); .numbers (Numbers); .pages (Pages); .pdf (Preview and Adobe Acrobat); .ppt and .pptx (Microsoft PowerPoint); .txt (text); .rtf (rich text format); .vcf (contact information); .xls and .xlsx (Microsoft Excel)

Languages

Language support for English, French, German, Japanese, Dutch, Italian, Spanish, Simplified Chinese, Russian.

Keyboard support for English (US), English (UK), French (France, Canada), German, Japanese (QWERTY), Dutch, Flemish, Spanish, Italian, Simplified Chinese (Handwriting and Pinyin), Russian.

Dictionary support for English (US), English (UK), French, French (Canadian), French (Swiss), German, Japanese, Dutch, Flemish, Spanish, Italian, Simplified Chinese (Handwriting and Pinyin), Russian.



Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 14

Calculate the total cost of participation

iPads are school-owned devices. Schools cannot ask parents to co-contribute to the cost of the iPads for Learning trial.

The Department will provide each participating school with a MacBook to act as a dedicated machine for the creation of iTunes Store accounts where students do not have home internet access.

It is recommended that schools calculate the total cost of participation in the program.

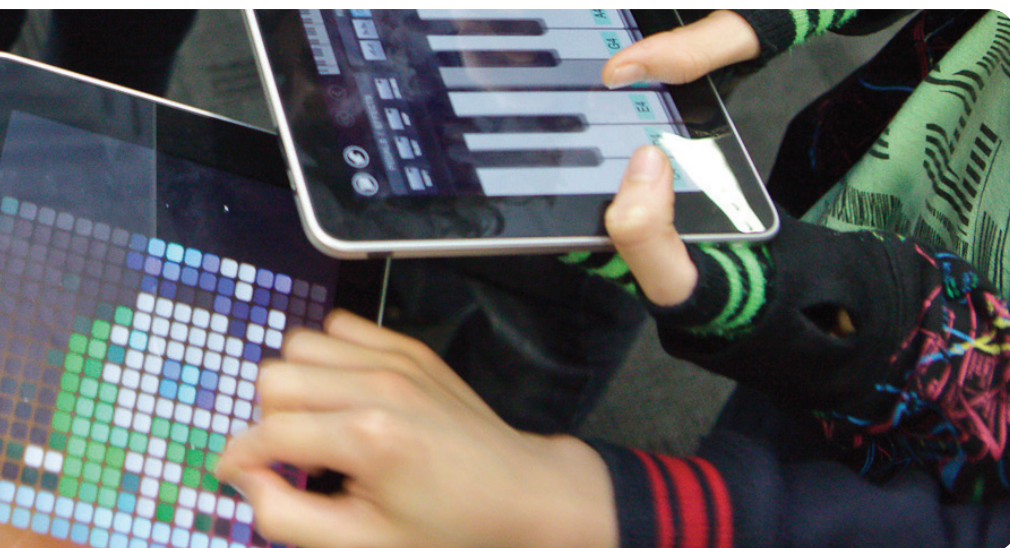
Funding for additional technical support, electricity and infrastructure associated with the devices will need to be provided from the school global budget. For security reasons the iPad should be in a student's locker or locked classroom when not in use. This may involve additional infrastructure costs in some schools.

Research from the Netbook trial strongly recommends that hard cases be purchased to protect portable 1-to-1 devices. Hard bubble cases will be provided for the iPads for Learning trial.

Have you considered?

How much will additional technical support cost?

Will you purchase iPad keyboard docks or wireless keyboards as peripheral devices?



Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 15

Support documentation

Advice needs to be considered and prepared by the school in preparation for the introduction of a 1-to-1 program.

A number of these should already be in place, most likely as part of the school's Student Engagement Policy Guidelines, and include

- Acceptable Use Guidelines
- internet and network guidelines (in line with existing Department advice) – at home and school
- take-home policy
- cybersafety and responsible use;
- student email
- use of chat
- electronic games guidelines; and
- printing credits – school-supplied v. student-purchased.

Advice and guidelines have been developed covering the use of iPads, both at home and at school. These guidelines should be discussed with the relevant members of staff and the school community.

They include:

- The Department and school memorandum of understanding
- Parent information brochure
- Frequently Asked Questions
- Safe usage guidelines
- Quick Start Guide
- Insurance claim form and procedures
- Warranty procedures
- Addendum to the school Acceptable Use Agreement
- CASES 21 treatment.

The Department also has a range of existing forms and templates that schools can use to develop and supplement their own advice and guidelines.

Have you considered?

Have you discussed your guidelines with a range of audiences?

How will your guidelines be monitored?

Supporting resources

Acceptable User Agreement template

www.education.vic.gov.au/cybersafety/aua

The Department's iPads for Learning trial support documentation

epotential.education.vic.gov.au/showcase/index.php?showcase_id=62

Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 16

Prepare responses to anticipated questions

Preparing answers to anticipated questions will maximise your chances of gaining broad community support for your initiative. Also, it will demonstrate your school's preparedness to move to a 1-to-1 program.

Frequently asked questions (FAQs)

Following is a list of possible questions from staff, parents and students, to which you should have answers that are consistent with both the values and culture of your school, and the vision that you have for your 1-to-1 initiative. They are the issues, ideas and challenges that may be raised by stakeholders.

General questions

- Why do we need these devices?
After all, the school has considerable resources and many students have access to a computer at home.
- Which apps will be used?

Questions about daily usage in the classroom

- Will you keep us informed about the integration of devices into the curriculum? How?
- Will you evaluate learning outcomes differently?
- How will you train the teachers?

Finance, interest rates and insurance questions

- What does the insurance cover? What doesn't it cover?
- How does the school get insurance for other devices?

Loss of basic skills

- Aside from word processing and accessing information, what advantage is there in using 1-to-1 devices for other areas of the curriculum, such as mathematics, science and history?
- Does technology isolate kids?

Infrastructure

- What provisions will there be for wireless connections?

Supporting resource

FAQs

Suggested responses to frequently asked questions are available on the 1-to-1 Showcase.

<http://epotential.education.vic.gov.au/>

Preparing

What 1-to-1 devices should we select? How will they be used for learning?

Step 16

Prepare responses to anticipated questions

Security

- Student lockers may be inadequate for storing devices safely. How will you deal with this problem?
- How do we ensure the personal safety of the students carrying these valuable items in public?

Service

- Who will be servicing the devices? How long will it take to complete repairs and have a device back to the student?
- How do you decide if a repair is a warranty or an insurance claim?

Classroom use

- What level of security do you need to regulate student browsing of the internet?

Cabling and network topology

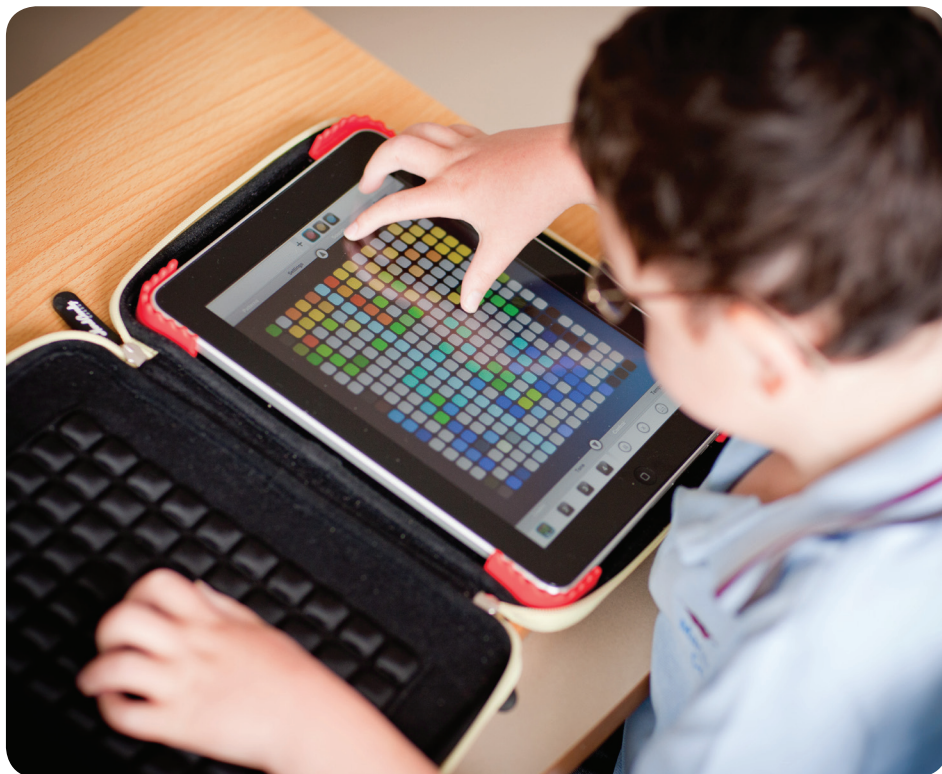
- Will the iPads have any form of peer-to-peer connection (e.g. Bluetooth), or will they connect to a server?

Software selection and use

- What are your educational objectives of each class, and will the apps downloaded support these objectives?

Have you considered?

Are you confident you can answer potential questions from parents or staff?



Implementing

How do we enact 1-to-1-enabled learning in the school?

Step 17

On-site service structures

Introducing additional 1-to-1 devices into any school will have significant impact on technical support staff and resources

Providing adequate on-site technical support and service is essential in ensuring a 1-to-1 program runs smoothly. Therefore, ICT support must be carefully planned. Providing a physical space as a first contact point is an important first step.

Warranty procedures

The iPad is covered by the standard Apple twelve month warranty. Calls should be placed to 1300 968 979.

Warranty logging is the responsibility of parents, unless schools opt to provide a single point of contact within the school.

Additional technical support is available through the iPad User Guide.

While schools retain responsibility for their overall technical support, the Department assists schools to support their ICT environment through the Technical Support to Schools Program (TSSP).

Technicians are engaged to provide proactive and reactive specialist technical support for ICT infrastructure, professional development and Department initiatives.

One specialist technician is the primary point of contact for each school, and is the usual technician attending on scheduled visits. Technicians work in schools during scheduled hours determined by network committees, not on call from school offices.

Many schools use students to help teachers and classmates with troubleshooting and technical questions during the school day. As initial points of contact these students can free up valuable technician time.

Have you considered?

How will awareness be raised with students regarding safe and responsible behaviours online?

Have you taken steps to ensure enough staff are available to support the iPads when they arrive?

Have you considered recruiting student helpers and trainees?

Do you have processes to ensure effective support?

Have you allocated and prepared a physical location for on-site support?

Have you considered purchasing spare devices?

Supporting resources

Apple FAQs

Further warranty information
www.apple.com/au/support/ipad/service/faq/

Implementing

How do we enact 1-to-1-enabled learning in the school?

Step 18

Conduct parent and community sessions

A 1-to-1 program can impact significantly on parents.



Research shows students with interested and involved parents demonstrate better educational outcomes. A well-structured parent information session will ensure your 1-to-1 program is supported and embraced. To obtain a positive result, use a combination of communication tactics, including written documentation, parent meetings and opportunities for one-on-one discussions.

Have you considered?

Can you demonstrate to parents some of the exciting things students may use their iPads for?

Have you provided a range of opportunities for parents to learn about the program?

How will you provide parents with basic training on the use and care of the iPad?

Ensure you step parents through the school advice and guidelines related to the program and answer all their questions.

Implementing

How do we enact 1-to-1-enabled learning in the school?

Step 19

ICT infrastructure and technical support

There are two tasks that need completion before you can distribute the iPads to the students, including connection to the school wireless network and synching the iPad to an iTunes account.

iPads should be recorded on the school asset register under 'asset as a donation' with the serial number.

Have you considered?

Have you engaged extra technical support?

Can you ensure iPads will connect to the internet and other peripherals?

Have you accessed support from Apple?

Have you listed the iPad on the asset register?



Implementing

How do we enact 1-to-1-enabled learning in the school?

Step 20

Distribute student devices

Carefully consider the timing of the deployment to minimise disruptions to classroom practice and the functioning of each 1-to-1 device.

Initial student training should involve care and maintenance of the iPads, explanation of student-user agreements, device familiarisation and a cybersafety program. This may occur before the iPads are provided to students for home use.

Have you considered?

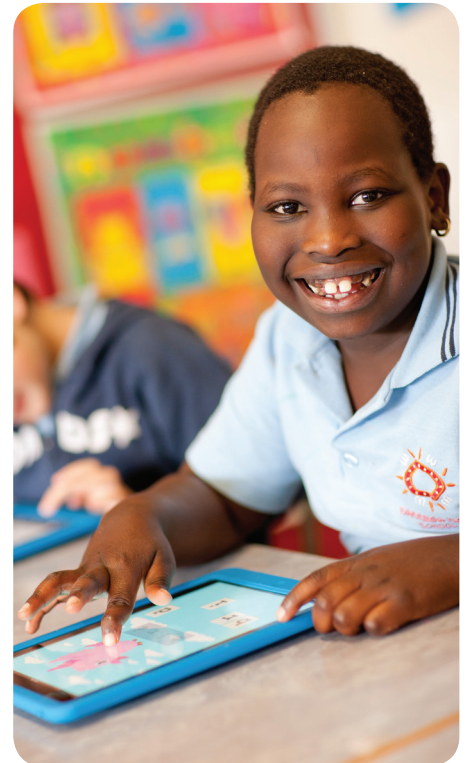
Will you provide student training immediately on deployment?

What arrangements have been made for the students to take the devices home?

Will devices be sent home on distribution, or will there be a period of in-school training first?

What provisions will be made for students entering or leaving mid-term?

Do parents sign off or attend an introduction session before the devices go home?



Supporting resource

The Department's cybersafety resources
education.vic.gov.au/cybersafety

Evaluating

How do we enact 1-to-1 enabled learning in the school?

How do we monitor the impact of 1-to-1 on student learning?

Step 21

Review and management

Consider how the school will monitor and continually review use of the devices, the infrastructure available and improvements in student learning.

Participating schools may wish to conduct internal research projects which align with the school-based goals of the 1-to-1 program. This may involve areas such as literacy, numeracy, collaboration, student engagement or attendance. This will give you rich evidence that you can provide to program supporters, critics, parents and prospective parents. It gives you evidence to support you in continuing and expanding your program. It also helps you identify any missed steps that may have occurred during the initial implementation, so you can take corrective courses of action.

Individual schools may conduct their own evaluation using a range of strategies, including:

- anecdotal evidence provided by; teachers, parents and students
- documenting the number of incidents – e.g. damage, misplaced iPads repairs, returns; and
- tracking the amount of time students use the iPads in classrooms.

Formal evaluation

The aim of the iPads for Learning trial is to ensure effective integration of ICT into teaching and learning by

- providing 1-to-1 access
- accessing quality digital resources
- accessing a range of applications
- developing understandings, skills and literacies relating to digital media
- increasing independence and self initiated learning in students
- personalising learning
- extending their learning beyond the classroom.

Have you considered?

How will you encourage and support participating teachers to set up well-structured, classroom-based research that will help them reflect on their teaching practices?

What impact has the trial had on student learning?

What were the major issues and how will you overcome these?

What changes in teaching practice have been evidenced?

Evaluating

How do we enact 1-to-1 enabled learning in the school?

How do we monitor the impact of 1-to-1 on student learning?

Step 21

Review and management

Specifically the trial will seek to answer the following research questions:

- What impact do iPads have on students, teachers and parents in the trial?
- What capacity does the iPad have to enhance teaching and learning within and beyond the classroom?
- What evidence is there of improvement in student learning that can be distributed to or assist with the use of iPads?

The Department has engaged an external reviewer to conduct a formal evaluation of the trial from all trial schools. Schools will participate in associated evaluation activities, discussions and surveys.

Schools will actively contribute to the specified outcomes of the trial, including the development of a suite of quality teaching and learning resources and case studies highlighting how access to iPads contributes to changes in pedagogy, teaching and learning programs and assessment.



Referenced links

1-to-1 Learning Showcase

epotential.education.vic.gov.au/showcase/index.php?showcase_id=62

Apple's Learning with iPod Touch and iPhone

<http://www.apple.com/education/ipodtouch-iphone/>

Australian Government Quality Teaching Program

deewr.gov.au/Schooling/QualityTeaching/AGQTP/

The Department's FUSE

fuse.education.vic.gov.au/pages/Teacher.aspx

Deploying 1:1 eLearning Environments for the 21st Century (Intel)

download.intel.com/intel/worldahead/pdf/worldahead_starter_kit.pdf

DesignShare

designshare.com/index.php/home

Professional Learning in Effective Schools: The Seven Principles of Highly Effective Professional Learning

eduweb.vic.gov.au/edulibrary/public/teachlearn/teacher/ProfLearningInEffectiveSchools.pdf

eLearning Planning Showcase

epotential.education.vic.gov.au/showcase/index.php?showcase_id=59

ePotential ICT Capabilities Resource

epotential.education.vic.gov.au

ePotential ICT Capabilities Framework

epotential.education.vic.gov.au/continuum.php

Glen Waverley Secondary

College: QTVR

gwsc.vic.edu.au/index.cfm?a=42

ICT and eLearning Resources –

Professional Learning

education.vic.gov.au/studentlearning/elearning/proflearn.htm

ICT Grants

edugate.eduweb.vic.gov.au/Services/IT/ITSupport/Pages/ICTGrants.aspx

iPads for Learning trial

www.ipadsforeducation.vic.edu.au

Learning Places and Spaces Movie

eduweb.vic.gov.au/edulibrary/public/ict/nsscfps.mp4

School Communications Plan/ Action Planner

eduweb.vic.gov.au/edulibrary/public/schadmin/schops/schoolcomms/sctoolkit-7-1-tmp.doc

Schools Communication Toolkit

education.vic.gov.au/management/schooloperations/commstoolkit.htm

School ICT Progression Strategy

eduweb.vic.gov.au/techroom/tsspsips

Smartcopying

smartcopying.edu.au/scw/go

Learning Online

education.vic.gov.au/cybersafety

Victorian School Design Resource

education.vic.gov.au/management/infrastructure/schooldesign.htm

The Department gratefully acknowledges the Queensland Government Department of Education, Training and the Arts in developing the Smart Classrooms@21 Steps to 21st Century 1-to-1 Success publication (21 Steps). We would also like to recognise the contribution of the Anytime Anywhere Learning Federation (AALF) to that body of work. This material has been significantly based on the 21 Steps framework.